
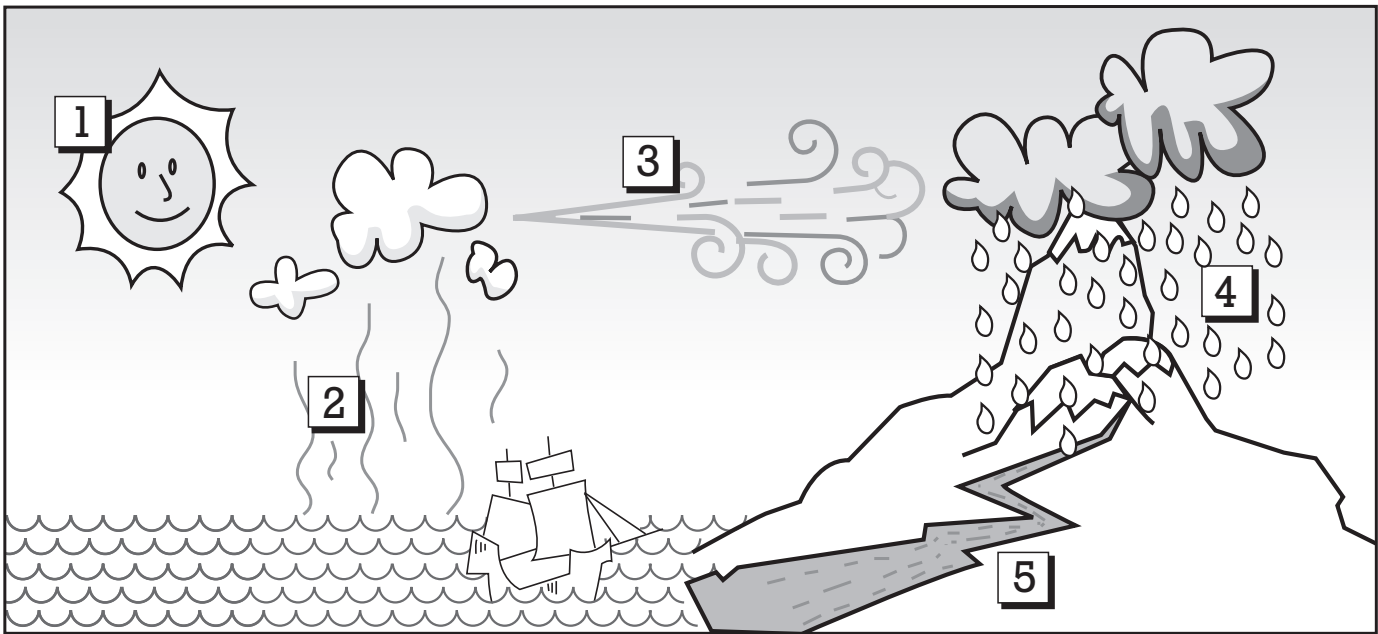




1 Draw.

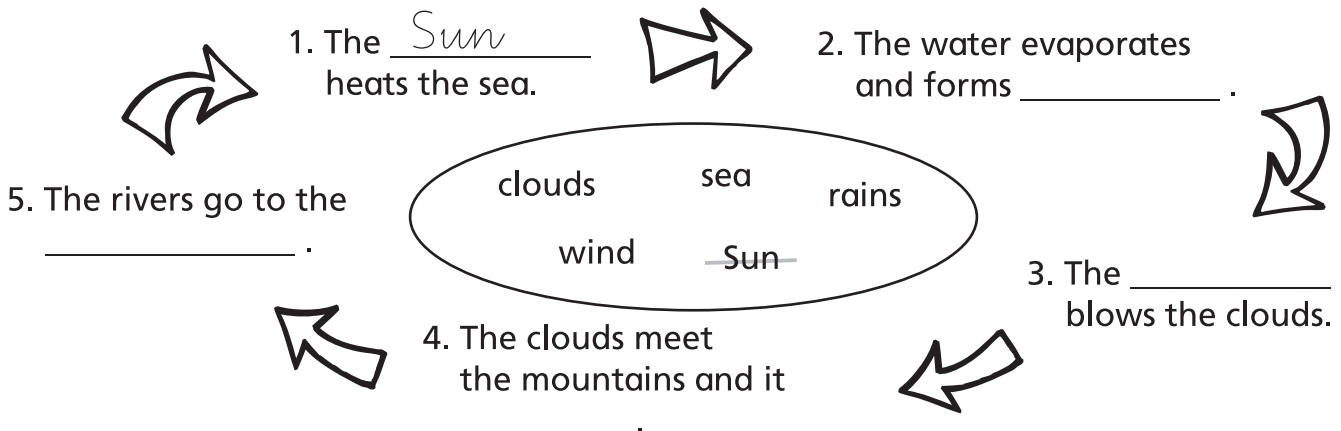
Sun	rain	wind	clouds	sea	river	mountain
						

2 Number the sentences.



- a. The wind blows the clouds. 1 b. The Sun heats the sea.
- c. The rivers go to the sea. d. The clouds meet the mountains and it rains.
- e. The water evaporates and forms clouds.

3 Read and complete.



THE WATER CYCLE



Aim

To study the water cycle.

Materials

Worksheet.
Coloured pencils.

Duration

30 minutes.

Language focus

Present simple.

Cross-curricular content

Natural science.
The water cycle.

Warm-up

- Elicit today's weather by looking out of the window and asking the children *What's the weather like today? Is it sunny? Is it cold?* Draw some weather symbols on the board and go through the words with the class: *the Sun, cloud, wind* and *rain*.
- Give the children some examples of what you do when it's sunny, when it rains, etc: *When it's sunny, I play football. When it rains I read. When it's sunny I go for a walk. When it rains I play computer games.* Write on the board *When it _____ I _____* and encourage the children to talk about what they do in different weather conditions.

Completing the Worksheet

Activity 1

- Mime the weather words in Activity 1, eg, *Sun*, draw a circle in the air; *rain*, move your hands and fingers up and down; *cloud*, draw a cloud in the air; *wind*, make a sound like the wind. Prompt the children to mime the words.
- Go through the other words in Activity 1 and explain their meaning with pictures if necessary.
- Children draw pictures to represent each of the words.

Fast finishers

The children colour their pictures.

Activity 2

- On the board, draw a picture of the water cycle similar to the one in Activity 2. Start by drawing the Sun. Ask the children *Is it a cloud? No, it's the Sun.* Continue with the sea, a cloud, wind, a mountain and a river. Go through the vocabulary, checking comprehension.
- Using the picture on the board, explain in L1 or L2 how the water goes around in a cycle. Start with the Sun. Ask the children questions while pointing to the picture, eg, *Is the Sun hot or cold? Hot, very hot. What happens to the sea? The water evaporates and forms clouds. What happens to the clouds? The wind blows them and they meet the mountains. What happens then? It starts to rain. Where does the rain go? To rivers. And where do the rivers go? To the sea again!*
- Highlight the stages in the water cycle on the board. Go through the pictures orally as you point to them on the board but this time encourage the children to repeat: *the Sun, the sea, clouds, wind, mountain, rain, rivers, sea.* Go through the pictures again and explain what happens, using mime to help the children understand: *The Sun heats the sea. The water evaporates and forms clouds. The wind blows the clouds. The clouds meet the mountains and it rains. The rivers go to the sea.*
- Ask the children to number the sentences in Activity 2.

Answers: a-3; b-1; c-5; d-4; e-2

Fast finishers

The children colour the picture.

Activity 3

- Look at the picture of the water cycle on the board again. Bring children to the front of the class one at a time and encourage them to point to the part of the picture you are describing, eg, *It rains* (child points to picture 4); *The Sun heats the sea* (child points to picture 1).
- Children complete the sentences using the words provided.

Answers: 1-Sun; 2-clouds; 3-wind; 4-rains; 5-sea

Extension activity

Check that the children can remember the key vocabulary: *Sun, sea, clouds, wind, mountain, rain* and *rivers*. Encourage them to talk about the water cycle. Start with the class and then let the children continue in pairs or small groups. Don't correct them too much – let them talk. If they repeat the activity with two or three different partners, their production will improve.

